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ABSTRACT

Third year project activities, aimed at disadvantaged Samoans living in Hawaii, 20 Years of age or older, unemployed or underemployed, and unable to effectively compete for or maintain jobs, are summarized in the document. Third year's aims included: (1) providing basic education to 75 adult Samoans through vocational interest areas, (2) using innovative curriculum, including peer instruction, and (3) disseminating project materials and information. Basic education was taught in conjunction with sewing, auto mechanics, and consumer education classes, with the vocational involvement of the students motivating their learning of basic educational skills. Teacher evaluation of curriculum, a survey of instructional concepts developed over a three year period, the responsibilities assumed by peer tutors, and pre- and post-test results are provided. Dissemination efforts are discussed. The implementation of bilingual/bicultural teachers, advisory board members, and staff is seen to be a contributing factor to the success of the program, along with efforts to incorporate a concern for the total family unit into teaching methods. Descriptions of instructional materials used and developed, a list of those in contact with the program, reports on various dissemination projects, and a description of the Adult Basic Education tests used are appended. (LH)

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Samoan Demonstration Program

FINAL REPORT FOR FY 74-75

VOLUME I

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FOREWORD

The following report represents the final account of the operational activities and curricular developed by the Samoan Demonstration Program in Fiscal Year 1973-1974. This final report is submitted in fulfillment of contractual obligations with the United States Office of Education.

Sincere and grateful acknowledgement is hereby given to the men and women who made the project a success:

Project Coordinator - Margaret Tui Iofi
Project Counselor - Marisa Asiasiga Alo
Project Outreach Worker - Faapepele Iuta

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A very special thank you to Clyde Yoshioka, Provost of the Honolulu Community College. Without his approval none of this work could have been undertaken. His support reflects not only his belief in us and the value of the program, but also his farsightedness.

SUMMARY

The main objectives of the third year (1974-54) of the Samoan Demonstration Program can be summarized in three statements -- 1) to provide basic education through a vocational interest area to 75 adult Samoan students, 2) to demonstrate innovative curriculum development, in particular peer instruction and 3) to disseminate the project information and materials to other areas and agencies serving Samoans. During the year over 100 participants received training in basic education, Auto Mechanics and Sewing. The custom designed instructional materials were expanded over the amount developed last year. Eight peer teachers were trained to assist the regular instructors and a wide range of dissemination activities were conducted.

The program served adult Samoans at three locations throughout urban and rural Oahu. As indicated by research the Samoans have suffered high unemployment and underemployment in relation to their total numbers. There has been and continues to be a need for basic and vocational education geared specifically for this cultural group.

The instructional program designed for the Samoan participants consisted of basic education lessons (emphasizing reading skills) based upon a vocational interest area. Basic education classes were held 3 hours per week and the vocational classes from 3-7 hours a week. Both average attendance and percentage of participants completing the program were high.

Seven instructional units were developed and used with the Samoan Demonstration Program. The basic education units emphasized the acquisition of reading skills while the vocational units were designed primarily to facilitate the implementation of peer teaching. Instructors used these materials in a variety of ways which were culturally acceptable to the Samoan participants.

The Test of Adult Basic Education (TABE), Reading Section, was used as the principal evaluation device. Pre and posttests designed to accompany the instructional units were also used. Although the results of the pre and posttests were statistically not significant the participants did for the most part score high on these tests. The TABE results indicated significant gains at two of the three project sites. There were definite grade gains at all three project sites.

The opinions expressed in this report do not necessarily reflect the position or policy of the U.S. Office of Education, and no official endorsement by the U.S. Office of Education should be inferred.

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INTRODUCTION

The Samoan Demonstration Program (SDP) was first established in 1972 as a Special Experimental Demonstration Project through funds provided by the U.S. Department of Health, Education, and Welfare (HEW), under Title III of the Adult Education Act. The SDP was operated as a component of the Kalihi-Palama Education Center (K-P Education Center), which was funded by the Honolulu Model Cities and administered under the direction of the Honolulu Community College.

The need for the SDP became apparent because the large number of Samoans immigrating to Hawaii did not have an adequate educational background to effectively compete for and/or maintain jobs. Studies conducted on the educational level and employment status of Samoans living in Hawaii revealed that large percentages of Samoans were unemployed, had menial jobs, and/or had only preschool to grade 8 educational backgrounds.

Through the Kalihi Palama Education Center, which had been working with Samoans in the Model Neighborhood Areas, a proposal was developed and submitted to the HEW for funding to demonstrate ways of reaching and assisting Samoan residents in an attempt to provide them with basic education instruction.

The initial goals of the SDP project were to (1) have 50 adult Samoan students ready to compete effectively on entrance examinations for more standard vocational and apprenticeship programs and areas such as citizenship tests, basic orientation to American culture, driver's license tests and basic reading and math tests and (2) document effective ways of reaching the Samoan community so that these techniques would be applicable on a nationwide basis.

During its third year of operation (July 1, 1974 to June 30, 1975) the SDP made several revisions and/or modifications to the program in an effort to improve the services offered to Samoan participants. The overall aims of the project for the third year included (1) to further test the educational and instructional materials developed for the program; (2) to increase the quantity of materials developed; and particularly (3) to effectively disseminate the results of the project to other areas (locally and nationwide) which have large numbers of Samoan residents.

More specifically, the objectives for the SDP for the third year of operation were:

1. To reach 75 disadvantaged Samoan parents in order to prepare them to compete effectively on entrance examinations for more standard educational, vocational, and apprenticeship programs, (including citizenship

requirements, basic orientation to American culture, driver's license, and achieving reading and math levels appropriate for their goals).

2. To effectively reach the total family unit by coordinating and integrating services offered through this program with other resources, specifically the Human Service Center operated by the Governor's Office, the Honolulu Model Cities day care centers operated by the Department of Social Services, and the Kalihi-Palama Manpower Center operated by the Department of Labor and Industrial Relations.

3. To demonstrate innovative curriculum development, in particular peer instruction, as a more effective method for reaching the disadvantaged and that will be applicable on a nationwide basis.

4. To teach basic education to a group of 75 unemployed and underemployed adults from Samoa: half from the Model Neighborhood Areas and half from outside the MNA.

5. To effectively disseminate the methodologies and materials developed by this project to those areas in the United States which have large Samoan populations and who require assistance.

PROGRAM DESCRIPTION

Three project sites were selected for the SDP/Laie (at Laie Elementary School), Nanakuli (at the Nanakuli Samoan Village) and Palolo (at the Palolo United Methodist Church). Classes in both Auto Mechanics and Sewing were conducted at each site. An instructor for the teaching of English and one for the practical application portion of the class were hired for each class. Classes in both areas were conducted at Laie and Nanakuli, with two sessions (first and second semesters) conducted at Laie, while Nanakuli conducted both classes only during the second semester. Both the Auto Mechanics and Sewing classes were held at Palolo during the first semester, but only the Sewing class was held during the second semester.

In addition to the two instructors for each class, advanced students were selected from the first semester groups to serve as peer tutors to assist with the English and practical portions of the instruction during the second semester. All of the peer

tutors served on a voluntary basis, except for monetary Achievement Awards which were presented to them at the termination of the project.

A total of eight peer tutors were selected for the various classes. At Laie, two were selected for the Auto Mechanics class, while three were selected for the Sewing class. At Nanakuli, since both classes were implemented only during the second semester, only one tutor was selected for the Auto Mechanics class (from Palolo's first semester class.) At Palolo two women served as peer tutors for the Sewing class.

Students for the two types of classes were selected on the following basis: (1) Tests of Adult Basic Education scores had to be lower than 6.0 on reading and reading comprehension; (2) the participants had to be 20 years or older, unemployed or underemployed; and (3) the participants had to possess proof that they were physically and mentally capable of participating in the program.

Lessons or learning modules for each class were developed by consultants hired by the SDP. A total of five learning units were developed for the Auto Mechanics class, while three were developed for the Sewing classes. The basic approach for each unit was the teaching of reading and vocabulary in the subject fields. The learning units developed for each area are listed below.

Auto Mechanics

- Automotive Terminology (1A)
- Tool Identification Vocabulary (1B)
- Automotive Safety Vocabulary (1C)
- Shop Management (1D)
- Auto Mechanics Instructional Modules

Sewing

- Sewing Terminology, Part I (3A)
- Sewing Terminology, Part II (3A)
- Sewing Instructional Modules

In addition to the foregoing, Automotive Service, which was developed by the program consultants during the summer of 1974 for another project, was used for the Auto Mechanics class. Management of Family Finances was also developed for both classes but used only at Laie. Automotive Terminology (Part I and Part II) were developed for other projects but used with the SDP also.

Most learning units, except for Automotive Service, were developed in a pretest-posttest format. That is, a pretest was administered to the participants before instruction was formally introduced to the class, and a posttest was administered when the learning unit was completed. However some of the instructional units contained just posttests.

Both Auto Mechanics and Sewing classes at Laie for the first semester began on September 24, 1974, while the classes at Palolo were started on September 25, 1974. The classes at both sites terminated on December 19, 1974. During the second semester, the two classes at Laie began on February 4, 1975, while at Palolo, the Sewing class was started on February 12, 1975. All three classes ended on May 1, 1975. At Nanakuli, both the Auto Mechanics and Sewing classes were started on February 17, 1975, and ended on May 7, 1975.

The classes at Laie were held on Tuesdays and Thursdays, from 6:00 - 9:00 P.M., while at Nanakuli the sessions were held Mondays and Wednesdays, from 6:30 - 9:30 P.M. The class sessions at Palolo were conducted on Wednesdays and Thursdays, from 6:30 - 9:30 P.M. In addition, the Auto Mechanics classes conducted practical application sessions on Saturdays which lasted from three-four hours.

The number of class sessions for each class and project site was as follows:

		1st Semester	2nd Semester
Laie:	Auto Mechanics	36	35
	Sewing	25	26
Nanakuli:	Auto Mechanics	NA	26
	Sewing	NA	26
Palolo:	Auto Mechanics	30	NA
	Sewing	26	26

Class instruction was divided into two segments. Part of the time was devoted to basic English instruction with primary emphasis placed on the acquisition of reading skills. The students also received instruction in the practical aspects of Auto Mechanics and Sewing, where they had the opportunity to practice the related occupational language and procedures they had studied in their basic education classes.

Project staff members decided early during the second year (1973-74) of the project to concentrate on custom designing reading

materials for the Sewing and Auto Mechanics areas rather than attempting to cover the whole range of English communications. This was partly influenced by the fact that a basic reading test (TABE) was being utilized to measure student progress. Although no structured ESL instructional materials were designed, SDP occupational skills teachers used the related vocational terms and phrases learned in the basic education classes to provide the foundation for their instruction. Thus the students received oral practice in English while learning to sew or repair automobiles.

An incentive program was also developed for the participants whereby monetary Achievement Awards were allocated for presentation to outstanding students. The criteria used to select participants for the awards were based on (high motivation) test scores (both the Tests of Adult Basic Education and learning unit test scores), and grades awarded by the instructors. More specifically, the requirements for the different award categories were as follows:

Motivation

90 - 100% attendance:	1 point
80 - 89% attendance:	2 points
70 - 79% attendance:	3 points
Less than 70% attendance:	4 points

TABE Pre/Post Gains

2.5 - 4.2 years gain:	1 point
1.2 - 2.5 years gain:	2 points
0.1 - 1.1 years gain:	3 points
No gain years gain:	4 points

Learning Unit or Module Posttest Scores

10 - 17 points on the posttest:	1 point
4 - 9 points on the posttest:	2 points
1 - 3 points on the posttest:	3 points
No gain points on the posttest:	

Instructor's Grades

Based on a scale of 1 - 4 points

In addition to the criteria described in the foregoing, all peer tutors received $50 for their assistance in the classrooms.

Staff members directly responsible for the SDP consisted of a Project Director (parttime), and a Project Coordinator (full-

time bilingual/bicultural). A counselor (3/4 time bilingual/bicultural) provided assistance in the areas of student record-keeping, testing and materials duplication. Instructional materials were designed by a curriculum specialist (contractual) who also provided the teacher evaluation and training. An advisory committee consisting of Samoans and non-Samoans from the community at large, business and educational sectors met during the year and offered advice toward the development of the program.

DESCRIPTION OF THE PARTICIPANTS

All individuals who indicated an interest in enrolling in the SDP were given the TABE. Based upon their test scores and a personal interview conducted by the teachers and/or the Project Coordinator, students were selected as participants. Even though a ceiling had been previously set at the 6.0 grade level, some students scoring higher were allowed to enroll in the project based upon teacher recommendation. One person below 20 was also allowed to enroll in the program.

Over 98 Samoans overall enrolled in both the Auto Mechanics and Sewing classes during the first and second semesters at the three project sites. (There were actually 108 Samoans, 3 Tahitians (Laie) and 1 Tongan (Laie) who initially enrolled for the classes. Personal records with missing data could not be used in the computer and thus are not reflected in the data.) Of this total, 33 or 33.7% were men and 65 or 66.3% were women. The mean age of the participants at all three project sites was 38.5 with the youngest participant being 16 years (one) and the oldest, 73 years (three).

About one-third (33 or 38.4%) of the participants were citizens of the United States, while the rest were not. A total of 7 or 15.9% of the 44 participants who provided the information had been in the United States less than one year, while 15 (34.1%) were in Hawaii between one-to-five years. Eight or 18.2% had been in the country between 6-10 years, while 10 (22.7%) had been in Hawaii for over eleven years. One participant was a resident of Hawaii for over 18 years.

Of the 76 participants for whom information was available 36 (47.4%) were gainfully employed, full or parttime. Twenty-three or 85.2% of the 27 men were employed, while only about one-fourth (13 or 26.5%) of the women worked outside of the home.

A complete breakdown of the data is shown in Table 1.

Table 1. Personal Data on Samoan Participants
Samoan Demonstration Program, 1974-75 Evaluation

Personal Data	Project Sites						Totals	
	Laie		Nanakuli		Palolo			
	Men	Women	Men	Women	Men	Women	Men	Women
No. of Participants	16	24	12	12	5	29	33	65
Mean Age	52.1	44.0*	42.5	32.0	34.0	33.9	45.8	38.0
Range in Age	22-75	20-70	26-64	20-56	16-61	24-58	16-73	20-70
No. of U.S. Citizens	6/15 (40.0%)	8/18 (44.4%)	8/12 (66.6%)	4/11 (36.4%)	1/5 (20.0%)	6/25 (24.0%)	5/32 (46.9%)	18/54 (33.3%)
No. Employed	8/11 (72.7%)	9/11 (81.8%)	11/12 (91.7%)	1/10 (10.0%)	4/4 (100.0%)	3/28 (10.7%)	23/27 (85.0%)	13/49 (26.5%)

Note: 1. The first figure (numerator) for the data in the last two rows indicates the number of participants who are U.S. citizens and are employed, respectively. The second figure (denominator) refers to the number of participants providing information relating to the items.

2. The percentages in parentheses in the last two rows are based on the number of participants providing the information.

3. * The percentage is based on 21 participants, rather than 24, since birthdates were not available for three participants.

The overall level of schooling of the 95 students who provided the information was 7.3 years, with the range being from 0 to 13 years of schooling (community college level). Eight of the participants attended schools in Hawaii, including the Leeward Community College. Two others also graduated from high schools in Hawaii. All but one of the remaining 89 participants, however, attended school in Samoa. A summary of the data with respect to this portion of the report is presented in Table 2.

Table 2. Data With Respect To Participants' Schooling Samoan Demonstration Program, 1974-75 Evaluation

	Project Sites			
	Laie (N = 41)	Nanakuli (N = 25)	Palolo (N = 29)	Totals (N = 95)
Mean No. of Years in School	4 - 7	9 - 7	8 - 9	7 - 3
Range of Years in School	0 - 12	4 - 13	6 - 12	0 - 13
No. Attended School in Hawaii	2	4	2	8
Community College		(1)		(1)
High School (graduated)		(1)	(1)	(2)
11th Grade		(2)		(2)
9th Grade			(1)	(1)
6th Grade	(2)			(2)

The vast majority of participants in both the Auto Mechanics and Sewing classes at Laie and Palolo during the second semester were repeaters from the first semester class. The overall data showed that 41 of the 48 (85.4%) participants completing the Auto Mechanics and Sewing classes at both sites had enrolled in both semester classes. Data with respect to the following are shown below.

		Laie	Palolo
No. of Participants Repeating Class in 2nd Semester from 1st Semester	Auto Mechanics :	19 (90.5%)	Not Applicable
	Sewing:	19 (50.5%)	3 (50.0%)

Nanakuli did not have repeaters because classes were conducted only during the second semester.

Except for the second semester at Laie, high percentages of the enrollees completed both the Auto Mechanics and Sewing classes. Overall, 60 of the 67 (89.6%) enrollees at Laie and Palolo completed the two classes during the first semester, while 58 of the 72 enrollees (80.6%) finished the courses at all three project sites during the second semester.

It is interesting to note that all six students in the Sewing class at Palolo during the second semester completed the Sewing course, while 95.8% (23 of 24 enrollees) and 92.1% (35 of 38 enrollees) completed the classes at Nanakuli and Laie, respectively.

Table 3 below presents the data with respect to the foregoing.

Attendance records for each of the classes at all three project sites were maintained for each participant. The actual number of days present were tabulated and compared against the number of class sessions conducted. The overall tabulation for each class at each site during each semester revealed a high overall attendance rate for all but one class. The only exception was the Auto Mechanics class at Palolo, where the data on ten participants showed an attendance rate of only 52.7% for the 30 class sessions. The overall mean was shown to be 15.8 days in attendance, with a high of 20 days (two-thirds of the total number of sessions), and a low of 8 days in attendance. The data with respect to all other classes, on the other hand, was remarkably high. The attendance rate ranged from a low of 74.6% for the Nanakuli Auto Mechanics class (for 26 class sessions), to a high of 96.2% for the second semester Sewing class at Palolo (26 sessions).

The data further revealed that many of the participants had perfect attendance for the classes they were enrolled in. Students in the following classes and at the following sites were shown to have perfect attendance: Laie -- Auto Mechanics (first semester) and Sewing (second semester); Nanakuli -- Auto Mechanics (second semester); and Palolo -- Sewing (both first and second semesters). In all, 19 or 16.1% of the participants completing the classes had perfect attendance records for the different classes.

Data with respect to this portion of the evaluation is presented in Table 4 below.

Table 3. Number and Percentage of Enrollees Completing Both Classes During the First and Second Semesters at All Three Project Sites Samoan Demonstration Program, 1974-75 Evaluation

	Project Sites			
	Laie	Nanakuli	Palolo	Totals
First Semester:				
No. of Enrollees	38	Not Applicable	29	67
No. Completing the Classes	35		25	60
Percentage Completing the Classes	92.1%		86.2%	89.6%
Second Semester:				
No. of Enrollees	42	24	6	72
No. Completing the Classes	28	23	6	58
Percentage Completing the Classes	66.7%	95.8%	100.0%	80.6%

Table 4. Attendance Data on Samoan Participants
First and Second Semesters, Samoan Demonstration Program
1974-75 Evaluation

	Project Sites		
	Laie	Nanakuli	Palolo
First Semester:			
A. Auto Mechanics	N=17	Not	N=10
Mean Days Present	32.8 (91.1%)	Applicable	15.8 (52.7%)
High	36		20
Low	20		8
B. Sewing	N=18	Not	N=15
Mean Days Present	20.8 (83.2%)	Applicable	21.7 (83.5%)
High	24		26
Low	10		14
Second Semester:			
A. Auto Mechanics	N=17	N=11	Not
Mean Days Present	28.6 (81.7%)	19.4 (74.6%)	Applicable
High	34	26	
Low	21	8	
B. Sewing	N=11	N=11	N=6
Mean Days Present	23.1 (88.8%)	20.5 (78.8%)	25.0 (96.2%)
High	26	21	26
Low	7	20	23

Note: 1. The percentage figures in parentheses indicate the attendance rate.

2. The maximum number of class sessions during the first semester was as follows:

	Auto Mechanics	Sewing
Laie:	36 sessions	25 sessions
Palolo:	30 sessions	26 sessions

3. The maximum number of class sessions during the second semester was as follows:

	Auto Mechanics	Sewing
Laie:	35 sessions	26 sessions
Nanakuli:	26 sessions	26 sessions
Palolo:	Not Applicable	26 sessions

INSTRUCTIONAL MATERIALS DEVELOPED AND USED

A complete description of the instructional materials developed and used with the SDP is included in this volume as Appendix 1. Some of the units listed were prepared especially for the SDP this year and last year, some were prepared for other projects and used with the SDP and some are commercially produced materials. Not all the classes used all the materials designed and selected for them. Instructors were given the freedom to choose from the available materials what they would like to teach and to teach it the way they desired. Part of the project's aim has been to encourage the instructors to use the materials in those ways that they felt would be appealing to the Samoan participants.

A short evaluation prepared from comments by the instructors and those of the curriculum specialist as to the measure of difficulty and the degree of acceptance for each of the units is contained in the following:

1. Volume II SDP FY 1973-74 -- Number A1 in Appendix 1.

   a. Automotive Trade Terminology -- Every Auto Mechanics class used this and seemed to find it easy enough for the students enrolled. The section on writing proved the only really difficult section. Using Samoan to help define the terms appealed to the students because it helped to simplify the reading.

   b. IB Automotive Tool Identification -- This was used by every Auto Mechanics class. The class at Laie found it to be difficult and abandoned using it during the second session. The other two classes used the unit without too much difficulty. All classes found this to be most useful when taught in direct relation to the Auto Mechanics skill area.

   c. IC Automotive Safety Vocabulary -- The class at Palolo and at Nanakuli used this without much difficulty.

   d. ID Automotive Shop Management -- All classes used this without much difficulty. Was especially useful to those students who were then or had at some time worked in a service station.

2. Automotive Service -- Number A2 in Appendix 1.

   The Laie and Palolo classes used this as their first set of instructional materials. It was felt that this served as a good introduction to the Auto Mechanics area and students generally seemed to enjoy the material as presented. The level of difficulty was for the most part comfortable for these students.

3. Automotive Terminology Worksheets -- Number A4 in Appendix 1.

   These were used by the Palolo and Nanakuli classes. They were more technical in nature and more directly related to auto repair than to English Communications. Although they were difficult for some students, those who already had some experience with Auto Mechanics found this material to be challenging and interesting.

4. Auto Mechanics and Sewing Modules -- Numbers A3 and B2 in Appendix 1.

   The modules were used by the vocational instructors at Palolo and Laie and eventually became the basis for peer instruction in the vocational classes. Helped both instructors and students to more clearly see the process involved in each of the tasks.

5. Sewing Skill Terminology -- Number B1 in Appendix 1.

   All the sewing classes used this as their principal instructional unit in basic education. No major difficulties were encountered. Using Samoan to help define the terms appealed to the students.

6. Various Other Materials -- Numbers A5, B3, B4, B5 in Appendix 1.

   These were mainly instructor resources and except for the Automotive Charts, were not used extensively with the students. B4 and B5 had been considered as texts for the students during the second year but this idea was abandoned in favor of custom designing the Sewing Skill Terminology unit.

7. Management of Family Finances -- Number C1 in Appendix L

   The classes at Palolo and Laie used this unit during the second session. Although they were not used completely because of the lack of time, they appeared to be at a level appropriate for the SDP students. This was an adaptation of the text Family Money Management which was used with all the classes last year.

When asked to suggest other kinds of instructional materials they felt would have been helpful, the instructors indicated that consumer education in relation to the vocational area would have been useful. For example, they could have used instructional units dealing with purchasing an automobile, automotive oils and greases, purchasing tires or such things as reading the newspapers to locate good auto buys.

The custom designed instructional units were never expected to serve as ends within themselves. They were designed to help the student improve his overall reading ability as measured by the TABE. For this reason, the performance objectives for the units were stated in rather general terms rather than in the specific measurable terms usually associated with performance objectives. It must be remembered also that the SDP instructors for the most part were non-professional teachers who were not experienced in working with performance objectives. Since the project also hoped to uncover innovative teaching approaches in the use of the instructional units, the curriculum consultants felt that specifically stated performance objectives would suggest that the acquisition of those objectives become the major goal at the expense of innovation.

INSTRUCTIONAL APPROACH

One of the major objectives of the SDP has been to discover instructional methods culturally acceptable to the Samoan adult student. Teacher training efforts have been directed toward assisting the bilingual/bicultural instructors uncover these approaches. However, this is not to imply that the SDP had no objectives in terms of instructional methodology. Peer mediated instruction and small group instruction were major aims during the second and third years of the program. It became very evident, however, early in the development of the SDP, that simply implementing these practices would not insure acceptance by the students and instructors. The Samoan concept of classroom instruction is still seen in the most traditional of fashions.

Table 5. Survey of the Development of the Samoan Demonstration Program Instructional Concept Over A Three Year Period

Area	First Year (1972-73)	Second Year (1973-74)	Third Year (1974-75)
Basic Education Instruction	Large groups No separation according to interest areas. Commercial and teacher prepared instructional materials not related to interest areas.	Large groups initially, evolving into smaller groupings. Related Auto Mechanics instruction. Related Sewing instruction on a lesser degree.	1st Session Small groupings according to vocational areas. Related vocational instruction. 2nd Session Small groupings according to vocational areas. Peer mediated instruction. Related vocational instruction. Budgeting instruction.
Vocational Area Instruction	Separate groupings according to vocational areas.	Separate groupings according to vocational areas.	Separate groupings according to vocational areas. Peer mediated instruction.
Instructional Materials Development	Basic education materials developed limited to that produced by the individual instructors. Vocational materials limited to commercially produced texts.	Auto Mechanics reading units 1A, 1B, 1C, 1D produced by curriculum consultants. Teacher designed materials related to the vocational areas developed on a limited scale.	Sewing reading units, Automotive Service workbook, Automotive Terminology Part 1 and II, Managementof Family Finances, Sewing and Auto Mechanics modules developed by curriculum consultants and instructors.

Note: Basic math instruction was provided during the first and second years. Math was not offered during the third year because program staff members felt that it was not needed. Results of the TABE Math Fundamentals section administered to the students verified the fact that almost all students were functioning at a +6.0 grade level; errors made in Math were primarily in the word problems and reflected the problems of reading rather than math.

There was a definite relationship between the reduction of class size, specialization of instruction and development of instructional materials. As instructors were furnished with more and more basic education instructional materials related to the specific vocational areas, they had to arrange their classes accordingly. It was no longer logical nor practical to try to instruct large groups of both Auto Mechanics and Sewing students mixed in a single class.

During the second session of the third year persons successfully completing the first session and recommended by the regular instructors were utilized as peer teachers. This further assisted the SDP to individualize instruction, a concept that is not fully accepted by many Samoans who prefer to view instruction as a group process. It was discovered that the peer teachers equipped with a semester of experience in the classroom, instructional materials designed to facilitate self instruction and regular instructors willing to try this approach, combined to provide instruction geared to the needs and pace of the individual student both in his related basic education class and vocational class.

The following is a list of the kinds of responsibilities assumed by the peer teachers:

Instructional

1. Administered spelling tests:
2. Helped the slower students with reading and writing.
3. Substituted when regular teachers could not be present.
4. Gave individual assistance when class was considering a difficult subject.
5. Helped with instruction in the basic fundamentals of Auto Mechanics and Sewing.

Non-Instructional

1. Took the daily role.
2. Prepared the facilities for instruction and closed d wn the facility after instruction.
3. Recorded test results.
4. Corrected tests.
5. Assisted in making visual aids.

A questionnaire administered at the end of the second session revealed that the participants were very receptive of the peer teaching services and that the peer teachers had provided a

valuable input into the program. What finally developed in the way of an instructional process, including peer teaching, was both efficient academically and acceptable to the Samoan students. However, it should be emphasized at this point that what gains were made in the area of instruction occurred only after careful planning and in full concurrence with the bilingual instructors.

TEST RESULTS

Two basic assessment strategies were used with respect to testing. The Tests of Adult Basic Education (TABE) was used as a pre and posttest measure during each semester to determine achievement gains in reading and reading comprehension.

The second group of activities related to the pre and posttests were developed for the various instructional units. Although pre and posttests were available for most of the instructional units developed, instructors were given some independence in the use of the units and tests. Even though project staff members encouraged the instructors to use all the units and tests for purposes of evaluation, the instructors were selective and as a result several of the instructional units could not be fully assessed. A previous discussion of the instructional materials indicates what materials were used according to the project sites.

Using the available statistical data, an evaluation indicated that in most instances there was no significant difference between pre and posttests at the .05 level. However, the low number of participants evaluated and the fact that in several instances they were already scoring high on the pretests accounted in part for the lack of difference.

Since the SDP had assumed the TABE, Reading Section, as its primary progress indicator, attention can now be turned to those test results.

Laie

During the first semester, the students in the Laie Sewing and Auto Mechanics classes demonstrated a mean gain of 1.00 to 1.06 grades, respectively, on the TABE. Statistically significant differences were also found between the mean pre- and posttest grade equivalent scores for the two classes (p .05). Specifically, the students' mean grade equivalents of 3.72 and 3.61 in Sewing and Auto Mechanics increased to 4.72 and 4.67, respectively.

Second semester data on the TABE resulted in even higher gains. The gains in mean grade equivalent scores for the 9 Sewing students and the 16 Auto Mechanics students were 1.69 and 1.55, respectively. The mean grade equivalents for the two classes (4.27 and 4.41) both rose to 5.96 for both groups. Pre- and posttest differences were significant at the $p < .01$ level.

It was also encouraging to note that two first semester Auto Mechanics students scored at the 6.8 and 6.9 grade levels, respectively, during the first semester, while nine students scored at the 6.3 grade level or higher on the posttest during the second semester. As a matter of fact, one student scored at the 8.3 grade level, while two others had posttest grade equivalent scores of 7.3 and 7.5, respectively.

Among the Sewing students, three students had grade equivalent scores of 6.9 or higher in the posttest during the first semester, while four students had grade equivalent scores of 6.1 or higher during the second semester. One student each scores at the 7.4 grade level during each semester.

Table 6 presents the data with respect to the foregoing.

Table 6. Mean Grade Equivalent Scores on the TABE Level M Laie Project, Samoan Demonstration Program, 1974-75 Evaluation

	Pretest			Posttest			Mean	
	N	Mean	S.D.	N	Mean	S.D.	Gain	t-Value
FIRST SEMESTER:								
Sewing Class	18	3.72	0.99	18	4.72	1.43	1.00	2.44**
Auto Mechanics Class	17	3.61	0.97	17	4.67	1.79	1.06	2.14*
SECOND SEMESTER:								
Sewing Class	9	4.27	1.08	9	5.96	0.87	1.69	3.65**
Auto Mechanics	16	4.41	1.08	16	5.96	1.34	1.55	3.63*

* $p < .05$.
** $p < .01$.

Nanakuli

For the Nanakuli project, only second semester pre-and posttest data on the TABE were used. The data revealed that a mean grade equivalent gain of 1.24 (from 5.10 to 6.34) was made for the Sewing students. The comparisons revealed statistically significant differences between pre/post mean scores at the $p. < .01$ level.

The Auto Mechanics students made a grade equivalent gain of 0.72 (from 5.46 to 6.18) between pre-and posttests. Although this gain is not statistically significant at the .05 level, the overall posttest mean was considerable high (6.18). Moreover, two students scored at the 7.2 and 7.8 grade levels, respectively.

Among the Sewing students, six of the twelve students scored at the 6.1 grade level or higher on the posttest. One student, as a matter of fact, scored at the 8.1 grade level, while another performed at the 7.6 grade level.

Table 7 presents the foregoing data.

Table 7. Mean Grade Equivalent Scores on the TABE
Nanakuli Project, Samoan Demonstration Program, 1974-75 Evaluation

	Pretest			Posttest			Mean	
	N	Mean	S.D.	N	Mean	S.D.	Gain	t-Value
SECOND SEMESTER:								
Sewing Class	12	5.10	0.83	12	6.34	0.63	1.24	4.12**
Auto Mechanics Class	11	5.46	0.89	11	6.18	1.05	.72	1.73 (NS)

** $p < .01$
NS indicates no statistically significant differences were found between pre- and posttest mean scores at the .05 level.

Palolo

The first semester test results for the Palolo Sewing Class showed a statistically significant pre- and posttest mean grade equivalent gain on the TABE. Specifically, the mean grade equivalent scores on the TABE for the 12 Sewing students rose from 4.73 to 5.77, resulting in a mean gain of 1.04 years.

The ten students in the Auto Mechanics course during the first semester also raised their mean pretest scores, from 5.41 to 6.71, on the posttest. The mean gain (1.30 years) was higher than that of students in Sewing. However, the mean gain did not yield a statistically significant difference between pre- and posttests at the .05 level. This may partially be explained by the higher standard deviations for the test scores, as well as the smaller sample size.

During the second semester, the pretest mean grade equivalent score of 5.88 for the Sewing class rose to 6.55 on the posttest. This mean gain of 0.67 between pre- and posttest scores was also shown to be statistically non-significant at the .05 level.

While the overall data for Palolo was not as encouraging, it should be pointed out that the posttest mean grade equivalent score for the Auto Mechanics students was relatively high, at 6.71 grade level. Moreover, eight of the eleven students scored at the 6.2 grade level or higher, four of the students scored 7.2, 7.8, 7.9 and 8.9.

For the second semester Sewing group, a relatively small sample size (6) may have partially accounted for the non-significant differences between pre/post mean scores. Nonetheless, four of the students scored at the 6.5 grade level or higher, with two students scoring at the 7.6 and 7.8 grade level respectively.

A summary of the data is presented in Table 8 below.

Table 8. Mean Grade Equivalent Scores on the TABE
Palolo Project, Samoan Demonstration Program, 1974-75 Evaluation

	Pretest			Posttest			Mean	
	N	Mean	S.D.	N	Mean	S.D.	Gain	t-Value
FIRST SEMESTER:								
Sewing Class	12	4.73	0.83	12	5.77	0.88	1.04	2.98*
Auto Mechanics Class	10	5.41	1.50	10	6.71	1.45	1.30	1.97 (NS)
SECOND SEMESTER:								
Sewing Class	6	5.88	1.41	6	6.55	1.11	0.67	0.91 (NS)

* $p < .05$.
NS indicates no statistically significant differences were shown between pre- and posttest mean scores at the .05 level.

Among the three project sites, the analysis of the results revealed that the Laie project had the greatest gains in mean grade equivalent scores, as measured by the TABE. The gains from a comparison of pre- and posttest scores ranged from 1.0 to 1.69, all statistically significant at the .01 or .05 level. The data also revealed that the students progressed steadily in both semesters and especially during the second semester.

A different trend was observed for the Palolo project. It was found that, on the average, the students gained approximately one grade level on the posttest over the pretest. This progress, however, was not maintained during the second semester. This is apparently due to the fact that the Palolo students initially had higher mean grade equivalent scores during the first semester (4.73 to 6.71). Inasmuch as most of the students were the same during both semesters, their initial mean grade equivalent scores were close to maximum. It should also be noted that the second semester posttest mean grade equivalent scores for the Palolo students was 6.55. This is higher than the second semester posttest mean grade equivalent scores for the Laie students (5.96).

The second semester scores for the Nanakuli groups also revealed that they initially scored higher on the pretest, (5.10 to 5.46). The students' posttest mean grade equivalent scores (6.18 to 6.35) in both Sewing and Auto Mechanics were higher than that for the Laie students, although lower than that for the Palolo students.

Overall, the posttest mean grade equivalent scores for the students for all three projects during the second semester ranged between 5.96 to 6.55. This showed that the mean scores of the different groups of students were within approximately one-half grade equivalent levels of each other.

ACHIEVEMENT AWARDS

To provide some incentive for the participants in the SDP classes, funds were allocated for the awarding of monetary Achievement Awards. During the first semester, a total of $2,731 was awarded to 56 students at Laie and Palolo. The dollar amounts awarded ranged from a high of $96 to a low of $23. During the second semester, a total of $6,516 was presented to 57 participants who completed the classes at all three project sites. The range in dollar value of the awards was $271 - $40. It should be noted that $50 were included in the awards to the eight peer teachers at the three project sites.

A summary of the Achievement Awards presented to the participants is shown below.

	1st Sem.	2nd Sem.
Total dollar value of Achievement Awards	$2,731.00	$6,516.00
No. of participants receiving the awards	56	57
Mean dollar amount of Achievement Awards presented	48.76	114.31
Range of dollar value of Achievement Awards		
High	96.00	271.00
Low	23.00	40.00

DISSEMINATION ACTIVITIES

A major thrust for this the final year of the SDP has been the dissemination efforts expended by staff members. The principal activities really began at the end of the second year (1973-74) of the SDP. Over 200 copies of the Final Report for that year were distributed during the summer of 1974. Over 50 other adult education projects funded by the U.S. Office of Education received copies of the report along with all Regional Adult Education Directors and all State Adult Education Directors in Region IX. These projects and persons will receive copies of this year's Final Report also.

Appendix 2 of this report lists all the persons and agencies who have been in contact with the SDP this year. Most have requested a copy of this year's Final Report along with the instructional materials developed and printed as Volume II of this report. 300 copies will be available for distribution.

In November of 1974 the Project Director and Project Coordinator traveled to Miami, Florida, where the National Association of Public Continuing and Adult Educators conference was being held. They displayed and distributed program materials as well as showed the slide/tape presentation relating the program objectives and accomplishments. During the same trip similar presentations were made during Marathon Week at the Institute for International Studies, University of Massachusetts and the U.S. Office of Education in Washington D.C. Details of this dissemination trip have been included as Appendix 3.

In February 1975, Aubrey Gardner, Adult Education Director from Northwest Regional Labs visited the three SDP project sites and conferred with program staff members. His major objectives were to study the possibility of implementing similar activities in the Seattle, Washington area where a significant number of Samoans reside. There was also some discussion as to the possibility of adapting the instructional approaches and materials for use among the Indian groups in Alaska.

Large groups of Samoans have settled in the Los Angeles and San Francisco Bay areas. Their needs are similar to Hawaii's Samoans. In March 1975 the Program Coordinator and Curriculum Consultants made over 15 presentations to groups servicing Samoan and other minority groups. A detailed report on this two week effort has been included as Appendix 4 of this document.

Numerous local agencies and interested groups have been in communication with the SDP project office this year with respect to the program. Some of these contacts have resulted in workshops and mini-presentations. The list below indicates the nature of some of these groups.

1. College of Continuing Education, University of Hawaii -- Workshop for Department of Education teachers.

2. Hawaii Housing Authority -- Workshop for other (non-Samoan) ethnic groups provided opportunity for follow-up and evaluation of last year's workshop on Samoans.

3. Governor's Task Force on Samoan Problems -- Presentation by Project Director.

4. Hawaii Council of Churches -- Presentation by Project Director.

5. National Institute of Education -- Multi-lingual Educational Conference held in Hawaii. Project Coordinator presented information about the SDP and the special kinds of educational approaches it employed. Dr. Milton Silva, Director of the Multi-Cultural Center of the NIE conducted the meeting.

Consultants were hired to develop a slide/tape presentation of the SDP and a brochure outlining the major objectives of the project. The 139 slide/tape presentation discussed various aspects of the Samoan culture and the consideration given those areas in the development of the SDP's educational concepts.

Appendix 5 is the script narration of this slide presentation. 500 copies of a brochure depicting the major objectives of the program were distributed at workshops and in relation to other dissemination activities.

Prior to the implementation of the SDP, radio broadcasts about the SDP were made on station KAHU on several Sundays in the Samoan language. The purpose of this activity was to acquaint the local Samoans with the SDP project and to recruit them for the classes. The radio broadcasts were made by one of the instructors for the Auto Mechanics class who is a Samoan chief, a position of high respect among Samoans.

An eleven member advisory committee was established to provide direction and guidance to the SDP. A wide cross section of the community was included in the committee, including representatives from the University of Hawaii, the professions (lawyer), Department of Education, the Samoan community and the Kalihi-Palama Education Center.

Prior to the implementation of the SDP, a major effort to recruit prospective participants for the SDP was through word-of-mouth communication. That is, persons directly or indirectly associated with the SDP and/or the Kalihi-Palama Education Center actively recruited participants for the program. Churches and state housing projects were good places for this kind of recruitment.

In order to provide continuance of the SDP the Project Director and Project Coordinator have contacted the Community School for Adults principals in the three areas where the SDP classes were held. These principals have received information about the availability of Samoan instructors, instructional materials and other information needed to continue the kinds of classes developed through the SDP.

CONCLUSIONS

1. Basic education taught in relation to and in conjunction with a vocational subject has proven to be sound concept. The high rate of attendance and student retention has verified the worth of this instructional approach. The significant gains as shown by the TABE results also indicates the soundness of teaching basic education using a vocational or other high interest area to provide the major content. Instructors constantly reported that the vocational envolvement provided much of the motivation needed to get students to pursue basic education. By contrast, a project started in California for Samoan

students and using the SDP materials and approaches, excluding the vocational classes, met with far less success.

2. Although peer teaching was slow in getting underway, it proved to be a useful and acceptable instructional approach. The key to its successful implementation lay with ample training for those who would function as peer teachers. They were exposed to the classes as students and when successfully completing this phase were trained in the classroom by the regular instructors to assume a variety of teaching responsibilities. Each peer teacher assumed as much responsibility as he and his instructor felt he could assume. Their training was individualized according to their strengths and needs.

3. Concern for the total family unit help students to relate to the SDP in a positive manner. By providing services and assistance affecting the entire scope of the student's life, the SDP was able to attract and retain many adult participants who might otherwise have felt too burdened with personal problems to consider education of any sort.

4. A major contributing element to the SDP were the bilingual/bicultural instructors, advisory board members and staff members. The lines of communication and understanding among staff and students alike were always strong because there was no language barrier.

5. The custom designed instructional materials were instrumental in helpjng to realize the program's instructional approaches. Basic education became related vocational education when the instructional units designed for this area were implemented. Peer teaching became a reality in part, because the self-instructional nature of the teaching units made it possible for a person with limited experience to "teach".

6. The SDP has not completed the entire task of providing education for Hawaii's Samoan adults. It has provided examination of several important concepts and as a result uncovered some valuable information for others attempting similar activities. As an indication of the program staff members' interest in providing greater opportunities for Samoans and other persons of limited English speaking ability, they have been instrumental in writing two major proposals -- one for bilingual vocational education and another for library funds under the Higher Education Act.

7. Although the program philosophies and practices have not been adopted by any other cultural minorities, it is a belief that much of what has been developed as a result of the SDP can be adapted or adopted by other cultural groups as well as Samoans.

APPENDIXES

APPENDIX I

Descriptions of Instructional Materials Used/Developed for the Samoan Demonstration Program, 1974-75

A. Auto Mechanics

1. Volume II. Samoan Demonstration Program, Final Report for FY 1973-74, developed by Julina E. Lung and Salvador R. Duarte, Manpower Training Consultants, Seal Beach, California.

   a. Contains four sets of instructional materials, including directions for the instructor, an information sheet for each of the instructional packages, and a student information sheet to be used as a guide for individualized/independent learning.

      1) Package 1A: Trade Terminology--Automotive

      2) Package 1B: Tool Identification Vocabulary--Automotive

      3) Package 1C: Safety Vocabulary--Automotive

      4) Package 1D: Shop Management--Automotive

   b. Packages 1A and 1B contain pre- and posttests, while Packages 1C and 1D has only one test. The test for Package 1C can be used as a pre- or posttest, while the test for Package 1D is a posttest.

2. Automotive Service, developed by Julina E. Lung, Curriculum Specialist, Manpower Training Consultant, Inc., Honolulu, Hawaii; and Salvador R. Duarte, Acting Dean of Occupational Education, Riverside City College, Riverside, California.

   a. Contains lessons on duties and responsibilities for persons working in the area of automotive service and repair, including basic tasks, fundamental terminology, and tools and equipment used for automotive service and repair.

   b. The format of the text includes:

      1) activities requiring both mental and motor responses;

2) practice exercises which reinforce vocational knowledge, reading comprehension, and vocabulary development; and

3) simple line drawings for visual effects.

3. Auto Mechanics Modules, developed by Aofia Faleafine, SDP Auto Mechanics instructor.

a. Modules composed of 6 different lessons (one page each in length, in outline forms).

b. Each module consists of:

1) Objectives for the lesson

2) Materials that are required (e.g., lug wrench)

3) Procedures for conducting the lessons

4) Evaluation procedures

c. The 6 modules are:

1) PMI 1 - 1: Draining and Flushing a Radiator

2) PMI 1 - 2: Changing a tire

3) PMI 1 - 3: Adjusting a Fan Belt

4) PMI 1 - 4: Changing Spark Plugs

5) PMI 1 - 5: Changing Oil and Oil Filter

6) PMI 1 - 6: Replacing a Battery

4. Automotive Terminology Worksheets, developed by Julina E. Lung.

a. Comprised of individual (single) page worksheets, presented in 2 parts (Part 1 and II). Each worksheet presents the vocabulary related to the content area, a definition of the terms, a drawing of the related part, practice exercises requiring the student to write or complete the blank spaces in sentences, and review exercises.

b. Part I covers the following areas or topics:

1) Fuel System

2) Engine

3) Exhaust and Ventilating Systems

4) Cooling System

c. Part II covers the following topics:

1) Electrical System

2) Ignition System

3) Steering System

4) Brake System

5. General Motors Corp., Automotive Charts. Series of twelve 22" x 34" wall charts that depict the various mechanical operations of an automobile.

B. Sewing

1. Skill Terminology--Sewing, Package 3A, developed by MTC, Inc., developed for the Basic English Communications course in sewing.

a. The instructional material (Student Information Sheet) is presented in ten units or lessons, each containing the following:

1) vocabulary exercises (total of 50 words relating to sewing), presented visually, in English, and in Samoan;

2) spelling exercises, vocabulary presented singularly and in sentences;

3) vocabulary practice exercises, presented in a "fill-in-the-blank" format;

4) reading comprehension exercises, requiring the student to read short passages and then complete multiple choice questions;

5) writing practice exercises, requiring the student to use the vocabulary words in sentences in written form.

6) sentence composition exercises, requiring the student to use the vocabulary words in sentences in written form.

b. A student spelling book is distributed to each student.

c. Two tests (each in two parts--pre- and posttests) are used to determine student progress. One is administered after lesson 5 and the other after lesson 10.

d. An instructor's Information Sheet is also used to assist the instructor in his teaching. It contains the basic objectives for the lesson, guides for references, teaching techniques, and content areas.

2. Sewing Modules, developed by Robert Ah Kiong, Sewing instructor.

a. Modules comprised of 5 different lessons (one - two pages in length, in outline form).

b. Each module consists of

1) Objectives for the lesson;

2) Materials that are required (e.g., tape measure);

3) Procedures for conducting the lessons; and

4) Evaluation procedures.

c. The 6 modules are as follows:

1) PMI 3 - 1: Measuring for Dress Size

2) PMI 3 - 2: Laying and Cutting A Pattern

3) PMI 3 - 3: Hemming a Shirt

4) PMI 3 - 4: Stitching a Straight Seam

5) PMI 3 - 5: Hand Stitching (Three Types)

3. Simplicity Sewing Book, Simplicity Pattern Co., Inc. Commercial produced material. Teaches basic sewing techniques in a concise way. Many illustrations.

4. The Care We Give Our Clothes; Hanson, Margaret; Steck-Vaughn.
Presents the care and repair of clothing in a simple manner.

5. New Fabrics, New Clothes and You; Butman, Grace; Steck-Vaughn.
Discusses the purchase of clothing especially in relation to the modern day fabrics.

C. Consumer Education

1. Management of Family Finances, developed by Julina Lung for both the Auto Mechanics and Sewing classes.

   a. Composed of four lessons in consumer education

   b. Each lesson contains the performance objectives, the materials that are required, related information and procedures for conducting the lessons, and evaluation procedures

   c. Each lessons contains review exercises, and the entire set of materials contains a posttest.

   d. The lessons cover the following topics:

      1) LC 31 - I: Understanding Income

      2) LC 31 - II: Identifying Expenses

      3) LC 31 - III: Solving Money Problems

      4) LC 31 - IV: Planning for Future Security

APPENDIX 2

List of Agencies and Individuals in Contact with the Samoan Demonstration Program and/or Requesting its 1974-75 Project Documentation.

Local:

A. Department of Education

1. Adult Education Section (Louise Kawato, James Levine)
2. Farrington Community School (Frank Watanabe)
3. Kailua Community School for Adults
4. Kaimuki Community School for Adults
5. Kauai District Office
6. Waipahu Community School for Adults

B. Hawaii State Governor's Office

C. Hawaii Housing Authority (staff members of the Housing Management Improvement Program; other department staffs)

D. Hilo Community College

E. Honolulu Community College (Harold Yokouchi, counselor; Clyde Yoshioka, Provost; Library)

F. Model Cities (Clement Hauanio)

G. University of Hawaii (Dr. Benjamin Young, Dean of the Medical School; Dr. James Misajon, Vice-President of Community Affairs; Sinclair Library)

H. YMCA Education Planner (Alberta Nobu)

Mainland:

A. Alabama

1. Taresa; Huntsville, Alabama
2. Tuskegee Institute; Tuskegee, Alabama

B. Arizona

1. Adult Education, Phoenix, Arizona

C. California

1. Acquisition Library, ERIC Clearinghouse for Jr. Colleges, University of California, CA
2. Region IX, Adult Education Program
3. Region X, Adult Education Program
4. Adult Education, CA (Roy Stevens)
5. Budget Division, Far West Lab, CA (Dr. M. Tanabe)
6. Region IX, Staff Development, Far West Lab, CA (Dr. Betty Tuck)
7. Mission Community College, San Francisco, CA (Dewey Roberts, Assistant Director)
8. San Francisco Community College District, San Francisco, CA (Lorraine Burtzloff)
9. Parent Councilor, San Jose, CA (Theresa Ramirez)
10. Mission Language and Vocational School, San Francisco, CA (Rosario Anaya, Director)
11. Mission Language and Vocational School, San Francisco, CA (Monica Weiss)
12. Ted Fong, San Jose, CA
13. Mission Language and Vocational School, San Francisco, CA (Gloria Escobar, Coordinator)
14. Fremont Unified High School District Sunnyvale, CA (Adrian M. Stanga, Assistant Superintendent)
15. Community Worker Coordinator, San Jose, CA (Don Hackett)
16. Harriet Akiona, ESEA Clerk, San Francisco, CA
17. Porterville Adult School, Porterville, CA (Bruce L. Crabtree)
18. Alum Rock, San Jose, CA (Frank Wilkens, Principal)
19. SF Unified School District, San Francisco (Elsie Svabek)
20. San Jose Unified School District, San Jose, CA (Roland K. Attebery, Principal)
21. Alum Rock, San Jose, CA (Gregorio Gutierrez, Administrative Assistant)
22. Fairfield Unified School District, Vacaville, CA (Esther T. Clanon)
23. Fremont Union High School District, Sunnyvalle, CA (Jim R. Cruze, Administrative Assistant)

24. Ya-Ka-Ama Indian School Project, Healdsburg, CA (George Rebischung, Director)
25. Stella Mosqueda, Santa Clara, CA
26. John O'Connell Community College, San Francisco, CA (William H. Svabek, Assistant Director)
27. Overfelt High School, San Jose, CA (Ron Lundstedt, Principal)
28. William Galeai, San Francisco, CA (Adult Education Instructor)
29. Resource Teacher, San Jose, CA (Nancy Montalvo)
30. Clyde L. Fischer School, San Jose, CA (Luciano Amutan)
31. Agnes Utu, San Francisco, CA
32. Angela Delagrande, San Jose, CA
33. Michele Fujii, San Jose, CA
34. Mike Fanene, Community Relations Assistant USDSF, San Francisco, CA
35. Rita Duarte, San Jose, CA
36. Alum Rock, San Jose, CA (Arline Cox, Coordinator)
37. Bilingual Resource Center, San Francisco, CA (Fred Dobb, Coordinator)
38. Carol Ranoa, San Jose, CA
39. Alum Rock, San Jose, CA (Stella Bronson, Coordinator)
40. Joseph P. Tavita, Pacifica, CA
41. K.E.Y.S. Project, Gardena, CA
42. Curriculum Materials Resource Center, LA Unified, Wilmington, CA
43. Robert Smith Cultural Foundation, Saratoga, CA (Judith Hertsens)
44. Metropolitan Adult Education Program, San Jose, CA (Esther Stone, Curriculum Supervisor)
45. Career Education Program Specialist, Rowland Heights, CA (David L. Weber)
46. Aide Trainer, Hawaiian Gardens, CA (Frances Valensuela)
47. LA Unified School District, Carson, CA (June Viena)
48. LA Unified School District, Gardena, CA (Evelynne Matsumoto)
49. LA City Schools, Carson, CA (Malamalama Tuipelehake)
50. LA City Schools, San Pedro, CA (Kathie Kendrick)

51. LA City Schools, Wilmington, CA (Janice McKiever, Coordinator)
52. Drug Abuse Program, Gardena, CA (Isa Luafalemana, (Secretary)
53. Samoan Civic Association of San Francisco (Mary Tui Vien, President)
54. Metropolitan Adult Education Program, San Jose, CA (Marcia Goodrich, Curriculum Supervisor)
55. LA Unified School District, Gardena, CA (M.C Honnaka, Administrative Dean)
56. K.E.Y.S., Carson, CA (Annie Motoyama)
57. Oriental Service Center, Carson, CA (Amani Magalei, Social Worker)
58. Omai Fa'atasi, Carson, CA (Mabel Tufele, Coordinator)
59. Omai Fa'atasi, Carson, CA (Tupe Sua, Counselor)
60. Long Beach Unified School District, Long Beach, CA (Jack W. Rhodes, Consultant)
61. Compton Unified School District, Compton, CA (Juan Candia, Supervisor)
62. Long Beach Unified School District, Long Beach, CA (Betty Seal, Irene Mata -- Resource Teachers)
63. San Luis Rey Elementary School, Oceanside, CA (Thomas J. Miller, Principal)
64. Oceanside Unified School District Oceanside, CA (James McCargo, Administrative Assistant)
65. Asian American Education Commission, Los Angeles, CA (Robert Sevaaetasi, Commission Member)
66. Santa Barbara County Schools, Santa Barbara, CA (Jack Stoltz, Director of Instructional Media)
67. Santa Barbara County Schools, Santa Barbara, CA (Don Bornell, Director Health Education Project)
68. Centinel Valley Unified High School District (Cathy Urban, Teacher)
69. Riverside Unified School District, Riverside, CA (Russel J. Hadwiger, Principal)
70. Mead Elementary School, San Diego, CA (Muriel Prager)
71. Carson Community Center, Carson, CA (Palafu Tili, Community Worker)
72. Compton Unified School District, Compton, CA (Lula Hobbs, Resource Teacher)
73. Fetu Ao Methodist Church, Torrance, CA (Reverend Mila Meafou)

74. Los Angeles County Superintendent of Schools, Downey, CA (Dr. David O. Taxis, Administrator of Career Education)

75. Los Angeles County Superintendent of Schools, Downey, CA (Chuck Acosta, Bilingual Consultant)

76. Rowland Unified School District, Rowland Heights, CA (Gail Wickstrom, Curriculum Resource)

77. Dr. Sam Kermoian, Assistant to the Commissioner of Education, Coordinator of Trust Territory Affairs.

78. San Francisco Community College District, San Francisco, CA (Bert Deggendorfer, Administrative Director, Occupational Education)

D. Indiana

1. Adult Basic Education, State Department of Public Instruction (Carlotta Anderson, Supervisor)

E. Massachusetts

1. Center for International Studies, University of Massachusetts

F. Michigan

1. Adult and Career Education (Lois Bader, Associate Professor, Michigan State University)

G. Nevada

1. Adult Education section

H. Washington, D.C.

1. NIE (Milton Silva)

Others:

A. Marvin Leach, Director, Adult Education, American Samoa

B. David Lynn, Community College, Pago Pago, American Samoa

C. Marsanne Eyre, Staff Development Coordinator, Adult Basic Education, Community College, American Samoa

APPENDIX 3

NARRATIVE ON DISSEMINATION TOUR
for the Samoan Demonstration Program

November 3 - November 17, 1974

The tour consisted of four parts:

I. NOVEMBER 4-8: Convention for the National Association of Adult Educators in Miami, Florida.

Results: 1. We met with several people who had received our materials and wanted to know more about them.

2. The slide tape presentation was given at the Friendly Forum on Thursday, November 7th. About ten people attended the presentation. A second informal presentation was given Thursday evening, November 7th for four people who were unable to attend the Friendly Forum.

Conclusions: The convention was not the most effective way to disseminate information concerning the project. We made several contacts with people who will attend the dissemination workshops on the West Coast in spring. In general we had the feeling that our concerns and problems are very similar to those experienced by others attending the conventions.

II. NOVEMBER 8-10: Meetings with the delegate from American Samoa and Samoans in the Washington, D.C. area.

Results: 1. About 30 Samoans in the Washington area viewed the slide/tape presentation. Their reactions were extremely positive.

2. We were able to get a good picture of the situation of Samoans in the U.S. as a whole and the current situation in American Samoa. From the delegate's office, we received the names of people to contact for the dissemination workshops on the West Coast in spring.

Conclusions: This part of the tour was extremely valuable in terms of present and future work with the Samoans. We had been in correspondence with the delegate's office, but the face to face interaction produced much which could never be accomplished in writing.

III. NOVEMBER 11: Meetings with members of the staff at the Office of Education in Washington, D.C.

Results: About 25 people from the Office of Education staff and other related agencies attended the presentation. New ideas were generated; other possible fundings explored. It was good to finally meet many of the people we have talked with on the telephone and with whom we have corresponded. Issues which have been the subject of many letters were discussed informally.

Conclusions: Both Margaret and I felt that our time in Washington was perhaps the most valuable part of the trip for us and wish that we had scheduled more time. We strongly believe that such a trip should be a part of any future proposals.

IV. NOVEMBER 12-14: Presentation at Marathon Week sponsored by the Center for International Studies, University of Massachusetts.

Results: 1. About 30 people participated in the several presentation we made during the Marathon week. Each was excited by the concepts of the program, but also felt that we were encouraging Samoans to lose their culture.

2. Several good linkages were established with the Center for exchanging materials, developing program and training programs.

Conclusions: This part of the trip was valuable in terms of producing new ideas both for us and for the participants. It is possible that some of the participants may use the concepts of the program at some time in the future, but the direct results are difficult to measure.

GENERAL CONCLUSIONS: The trip as a whole fulfilled the objectives: several hundred people are now aware of the situation with Samoans in the United States and will consider alternate ways of approaching basic education. The direct results of the trip cannot be measured.

APPENDIX 4

REPORT ON DISSEMINATION PRESENTATIONS HELD IN CALIFORNIA
March 4 - 15, 1975

I. Introduction

A major thrust during this the final year of the Samoan Demonstration Program has been the dissemination of project information. A special multi-media presentation depicting the program's significant findings was produced along with printed reports describing the project's activities and instructional materials.

Although various dissemination workshops have been conducted in Hawaii and the mainland United States, no workshops had been conducted in California where a large number of Samoans were known to reside. This report will describe the concerted effort to disseminate the findings of the Samoan Demonstration Program to the people of California. Manpower Training Consultants, Inc. received a special contract to assist with this series of dissemination activities.

II. Summary of Dissemination Presentations

Two general California locations were selected -- Los Angeles and San Francisco. Each area has in excess of 25,000 Samoans and they are rapidly becoming a significant minority group requiring special services.

The following is a list of the dissemination presentations conducted within these two major locations during this two week period.

1. March 4, 1975
   Los Angeles County Education Center, Downey, CA
   31 persons representing educators and people from the Samoan community from Santa Barbara to San Diego

2. March 5, 1975
   Rorimer School, La Puente, CA
   75 persons representing the Rowland Unified School District

3. March 6, 1975
   Robert S. Peary Jr. High School, Gardena, CA
   29 persons representing educators and administrators in the Los Angeles City Unified School District

4. March 6, 1975
   Fetu Ao Methodist Church, Torrance, CA
   20 Samoan adults representing the church's congregation

5. March 7, 1975
   Los Angeles County Education Center, Downey, CA
   Available for individual consultation.
   Reviewed Los Angeles dissemination efforts with Los Angeles co-sponsors

6. March 7, 1975
   Normont Elementary School, Harbor City, CA
   39 persons representing parents who are being trained as paraprofessionals to assist in the classroom

7. March 9, 1975
   Sunnyvale Samoan Congregationalist Church, Sunnyvale, CA
   50 persons representing the church's congregation

8. March 11, 1975
   Mission language and Vocational School, San Francisco, CA
   24 persons representing educational and ethnic communities in the San Francisco Bay Area

9. March 12, 1975
   Meeting with Reverend Joseph King
   Minister of the First Congregationalist Church of San Francisco

10. March 13, 1975
    Haman Elementary School, Santa Clara, CA
    22 persons representing the educational institutions and social welfare services of the Santa Clara area

11. March 14, 1975
    Miller Elementary School, San Jose, CA
    42 persons representing the Alum School District and various San Jose governmental agencies

12. March 15, 1975
Hyatt House, San Jose, CA
5 persons attending the Annual California Adult Education Conference

Numerous informal meetings with individuals representing educational and ethnic communities were also established. Mini-presentations with school personnel in the Long Beach, Compton and Lawndale School Districts could not be scheduled as requested because of time conflicts. Representatives of these districts did attend the workshop at the Los Angeles County Education Center.

In addition to the various brochures circulated prior to the workshops, the news media provided some workshop publicity. Articles appearing in California newspapers lent some exposure in the public media. Television coverage of the San Francisco workshop was provided by Channels 4 and 9 of that city.

III. Dissemination Objectives, Results and Recommentations

A. Objectives

To share information about the Samoan culture and show how this information was used to develop an educational program.

Results

Great interest was displayed by participants in gaining information about the Samoan culture. Particular interest was shown in the areas of child rearing, family responsibility, the Matai system, educational and economic opportunities in Samoan and reasons for Samoan immigration. The slide/tape presentation proved to be very effective in conveying some of this information. The stated experiences of the Samoan participants were also used to a great extent. Taking the culture discussion and using it to show how the educational program was derived proved to be of secondary importance to most palagis who were still struggling to understand the basic aspects of the culture. On the other hand the Samoan participants were much more anxious to be told how they could get similar programs implemented in their communities.

Recommendations

People were interested in more specific statistics in areas such as Samoan population, income, employment and education. Having more specific data from reliable sources would have strengthened the presentations. A compilation of statistics

such as those mentioned should be obtained for future use if they are in existence.

B. Objective

To share program philosophies, methods and results.

Results

The slide/tape presentation very effectively provided this information. Information about the Samoan Demonstration Program was eagerly received by most members of the Samoan community who attended workshops. Their questions were constantly related to how they could implement similar programs. Palagis shared this interest in terms of the basic philosophy of the program -- high interest occupational content coupled with basic education.

Recommendations

None

C. Objective

To allow participants to examine the instructional materials and hear discussed the rationale behind their development.

Results

There is a tremendous need for instructional materials geared for persons of limited English-speaking ability. There was high interest in obtaining copies of the materials that were displayed and discussed. Twenty complete packets of materials were distributed to people in both the Los Angeles and San Francisco areas.

Recommendations

It is difficult to get the instructional materials into the hands of people who are in a position to duplicate and share them with others. Future distributions should favor resource libraries and curriculum centers within school districts.

D. Objective

To provide opportunities for participants to apply program findings to their existing local programs for Samoans and other minority groups.

Results

Having school administrators meet together in the workshops with Samoan community leaders helped to provide answers as to how programs such as the Samoan Demonstration Program could affect local education. Just coming together so they could learn about the existence of each other proved profitable. There was not too much input from minority groups other than the Samoans. Although many representatives from the Latino communities attended workshops their contributions were concerned more with "how they had done it" rather than how the Samoan Demonstration Program could help them. They were however extremely supportive with their encouragement that the Samoans could and should implement educational programs geared specifically for their people.

Recommendations

It would be helpful if some kind of link among Samoans groups throughout the United States concerned with education could be established. The need to share what the other is doing is great. Although our objective was to inform, we were informed also by those we met.

E. Objective

To obtain names of individuals and institutions desiring copies of the program's year-end report and instructional materials.

Results

In addition to all the program information and instructional materials distributed, lists were obtained of people interested in receiving the project report and sewing materials to be published this year. This list will be compiled and submitted before this distribution occurs. There were also more requests for complete packets of materials than were available and we will try to fill these requests as soon as possible.

Recommendations

Some selectivity should be exercised in filling requests for materials about the project, even though the list to be submitted represents all those who have asked for individual sets. Some attempt should be made to review the requests we have compiled and where possible combine two or three at the same location so that just one set is sent.

IV. Participants

Over 400 workshop announcements were mailed out in the Los Angeles and surrounding school areas. Another 200 were mailed to interested persons in the northern California area for the workshop held in San Francisco. In addition 100 announcements went out for the workshops held in Santa Clara and San Jose. Considering that additional copies were made and distributed by the recipients, we can safely assume that over 1,000 persons got some information about the Samoan Demonstration Program even though they did not attend any of the presentations.

Key individuals who contributed to the planning of the various presentations are listed here. They are people who are involved in providing services to or are in contact with the California Samoan communities and other bilingual groups.

Dr. David O. Taxis, Administrator
Career Education
Los Angeles County Education
9300 East Imperial Highway
Downey, California 90342

Mr. Chuck Acosta, Bilingual Consultant
Los Angeles County Education Center
9300 East Imperial Highway
Downey, California 90342

Mr. Robert Sevaaetasi, Jr.
Commissioner
Asian American Education Commission
24603 Marbella Avenue
Carson, California 90745

Evelynne Matsumoto, Teacher
KEYS Project
16407 So. Gramercy Place
Gardena, California 90247

Reverend Mila Meafou, Minister
Fetu Ao Methodist Church
Torance, California

Mrs. Mary Tui Vien, President
Samoan Civic Association
666 Los Padres Blvd.
Santa Clara, California

Mrs. Marcia Goodrich, Curriculum Supervisor
Metropolitan Adult Education Program
1671 Park Avenue
San Jose, California

Mr. Mike Fanene
Community Relations Assistant
Unified School District of San Francisco
135 Van Ness Avenue
San Francisco, California 94102

Miss Rosario Anaya, Executive Director
Mission Language and Vocational School
2929 19th Street
San Francisco, California 94110

Dr. Betty Tuck, Director
ABE Staff Development Project, Region IX
Far West Regional Laboratories
1855 Folsom Street
San Francisco, California 94103

Mr. Dewey Roberts, Assistant Director
Mission Community College Center
938 Valencia
San Francisco, California 94110

V. Excerpts From Workshop Evaluations

The following are selected excerpts from the evaluations that were submitted by workshop participants.

> Enjoyed presentation -- while helpful I would have loved a segment of the presentation to deal more fully with teaching in primary grades --
>
> Very encouraging to see that things are being done for Samoans; session was informative; wish we had more materials for children or K-12 in scope; appreciate insight into fa'a Samoa.
>
> We are starving here for materials and input. This was great. We need more chance for dialogue. Your information was concise and realistic.
>
> I really enjoyed the chance to understand a bit of the Samoan culture. The materials on income and sewing may be helpful in my classes for all types of students.
>
> Your presentation on Adult Basic Ed. was greatly appreciated. I feel that the time was well spent. The basic materials will be helpful to me in sewing and consumer ed.

Very worthwhile program. Need to re-emphasize the main concept of the program being to teach English through an interest area. Since some of the group were seemingly looking for a vocational education program to help Samoans obtain a job through a skill.

You have alerted us to potentials for development in our school district with special reference to our Samoan community. The slide presentation was excellent and your sharing of the materials packet will be helpful.

I feel that I learned some things about Samoans and their culture that will help me work with the large group of Samoans in our area.

Reconfirmed some of my opinions concerning Samoans. Need more information concerning vocational and career training -- problems, issues, practices for Samoan people. Needed more specific information concerning the Samoan Demonstration Program male, female, age breakdown, etc.

Would like to show slide set as example of good ABE integration with prevocational approach and career education. Would like Region IX to hear more about the program.

APPENDIX 5

SCRIPT FOR SAMOAN DEMONSTRATION PROGRAM SLIDE-TAPE PRESENTATION

In the 1800s, Mark Twain called Hawaii the loveliest fleet of islands anchored in any ocean. Today, more than 800,000 people call Hawaii Home.

Their collective efforts and energy are making the 50th State America's most exciting frontier.

Hawaii's location and fast growing economy have given the island a resident population composed of widely diverse people.

It is a population composed of several distinct ethnic groups whose ancestors arrived here in search of opportunities lacking in their homelands.

For one group, the promised land is a broken promise.

For the people of Samoa, it is a place where the old ways don't work and the new are incomprehensible.

Samoans are relative malihinis -- or newcomers -- to Hawaii.

Unlike other long-established groups in Hawaii, Samoans have not yet had time to learn fully the basics of life in their new homeland.

The extent of the Samoan's Plight is best reflected in statistics which show that most Samoans have less than a High School education...

have limited command of the English Language ...

live in substandard housing averaging 11 occupants per unit--and suffer many health problems ...

most Samoans are also in Hawaii's lowest economic bracket ...

most who are employed, work at menial tasks and earn little money...

Only 40 per cent of Hawaii's Samoans are employed.

In fact, while Samoans account for less than 2 per cent of Hawaii's population, they account for 10 per cent of the State's burgeoning welfare caseload.

The plight of Samoans in Hawaii is not due to inherent deficiencies in either the immigrants or Hawaii.

Rather, they are experiencing cultural shock, the wide range of problems, persons from one culture experience when they are suddenly immersed in a second culture without sufficient preparation in vital lifestyle areas.

Consider that in Samoa, life is simpler and man is still in close tune with his natural environs.

And, as in other societies where much of the work day is given over to the gathering of foodstuffs, group activity is the norm.

Whether building a fale or a canoe, preparing for a celebration or a meal, the Samoans act as a group.

Even Samoan recreation is group-oriented.

Emphasis on the group activity is so strong in Samoa that one is considered exceedingly rude if he either leaves someone alone or expresses a strong desire to simply be alone.

Extended families of about 200 members are the rule in Samoa and a number of such families make up each village.

Each family elects a chief -- or Matai -- who acts primarily as family administrator and/or spokesman.

His duties include:

> managing the family's communal land ...
>
> bestowing titles and responsibilities to other family members ...
>
> representing his family in the village council ...
>
> organizing meetings of titled family members to direct celebrations, funeral visitations and title installations ...
>
> overseeing the welfare and security of the whole family.

The family's responsibility to the Matai is to abide by his decisions and allotments ...

> and to support him with food, money and other needs in this endeavors to maintain family status in the larger village or district functions.

As significant as group activity and the Matai system are to life in Samoa, so too are they responsible for the Samoan's dysfunction in Hawaii.

American life -- whether in Honolulu or Houston -- is virtually a reverse image of life in Samoa.

The American learns from infancy to become and remain independent.

He earns and spends his own money, on himself and his small nuclear family.

Relatives, even those as close as parents, do the same.

Group activity for Americans is generally limited to short associations.

In fraternal, social and professional organizations and contributions to these groups are substantially less than those made by Samoans to their families, villages and matais.

The American has adopted competition as a way of life...he competes to excel...and often uses education to reach his goals.

In 1971, selected leaders of the Samoan community and the director of the Kalihi-Palama Education Center devised a program to help Samoans enter the mainstream of American life.

The Samoan Demonstration Program, is a special experimental project funded by ACT 309 under the Office of Education.

According to Project Director Dr. Dorothy B. Douthit, the most significant aspect of the Samoan Demonstration Program is an attempt to use the student's high interest and practical skills to promote awareness of the need for basic education...thus helping to alleviate the socio-economic difficulties confronting Samoans in Hawaii.

The program was aimed at helping 75 disadvantaged Samoan adults pass entrance examinations for standard vocational and apprenticeship programs.

It was to increase reading and mathematics proficiency, include completion of citizenship requirements and basic orientation to American culture.

The Samoan Demonstration Program also was designed to effectively reach the total family unit by coordinating and integrating its services with those of established state and city agencies, including Manpower Centers, day care centers and agencies dealing with health and emotional problems.

The program was premised on the teaching of reading English to participating students, for without basic skills, little progress in other areas could be achieved.

Samoan leaders who helped design the program advised teaching basic education in tandem with vocational skills -- not only to make the language learning more relevant, but to help prepare students for entry level positions in one or more career fields.

Selection of auto Mechanics and sewing classes as the media through which basic education would be imparted was determined by ...

interest expressed by prospective students ...

Suggestions from the advisory committee, and the availability of jobs and further education in these two areas.

Materials used in the course were prepared by a curriculum specialist who tailored them to the specific needs and abilities of the Samoan students.

Samoan Demonstration Program classes of modest size, combined with materials designed specifically for the group, enabled instructors to give more individual attention.

To emphasize the real value of the classes they taught, instructors used real auto parts, flip-charts, audio-visual materials and learning reinforcement by student experience.

Similar techniques were used in the sewing classes where they turned out finished products while they improved their basic educational skills.

Instructors chosen for the program were respected leaders of the Samoan community and thoroughly knowledgeable in the subject areas.

However, since they were not professional educators, they were oriented, counseled and trained as the program proceeded through classroom visits by curriculum specialists and during monthly teacher workshops.

The project coordinator and the curriculum specialist helped review the philosophy of the program and its guidelines ...

assisted in organization and management tasks ...

reviewed and helped select educational materials ...

provided assistance in the custom-designing and testing of instructional materials ...

designed and helped implement peer group instruction methods ...

and provided teacher training.

The instructors served as a great source of inspiration to students.

They were prime examples of successful men and women who were bilingual and bicultural, people who function well in two worlds.

To increase student receptivity to the program and ability to learn, provision was made for meeting the entire spectrum of human needs.

The project coordinator, Margaret Iofi, counseling students on the existence of agencies offering a variety of services.

She was instrumental in interpreting for legal matters ...

finding housing and employment ...

securing transportation ...

determining welfare and medical needs ...

solving domestic problems ...

acting as liaison between parents and their children's schools ...

and counseling the adult students themselves.

The evaluation and testing processes used in the Samoan Demonstration Program were the standard Level "M" testing of adult basic education -- "TABE" -- was administered three times during the course ... at the start, midway and at the end.

Students also were evaluated through product or operational checks administered by the teacher.

A unique motivator built into the project consisted of cash achievement awards.

Achievement awards ranging from $10 to $160 were based upon test results, motivation and teacher recommendation.

When classes ended in May 1974, the final results of the preceding eight month's efforts were evaluated by Project Supervisors.

The project was a success for several reasons.

First, final tests showed an average "TABE" increase of 1.8, which compares favorably to the results noted for other basic education programs.

Second, average attendance of students in the program was 63 per cent for the entire year, a significant achievement when measured against another adult basic education control group, organized for comparison, which could not be maintained through the year.

Most significant, the amount of Samoan spoken in class diminished as the project progresses.

When teachers took the lead and used English, even in reply to inquiries made in Samoan, students also spoke English.

The project clearly demonstrated that when basic education was taught in relation to vocational areas, citizenship training or real life situations, students showed progress and success in learning.

The Samoan Demonstration Program has again been funded through a grant from the Department of Health, Education, and Welfare.

The core group of instructors has been added to, this time from a graduate of the first project, to accomodate an even greater number of students.

The ultimate success of the program, like that of any other educational program, will not be measured by "TABE" test scores.

Rather, its success will be attested to by the number of Samoans who leave the Welfare roles and enter the work force ...

> who feel comfortable and can exist in harmony with others in Hawaii ...
>
> and who, even with their new found lifestyles, will continue to relate in essential areas to FA'A Samoa -- THE SAMOAN WAY.

APPENDIX 6

DESCRIPTION OF THE TESTS OF ADULT BASIC EDUCATION (TABE)

The Tests of Adult Basic Education (TABE) were developed to measure adult achievement in the basic skills of reading, arithmetic, and language. The tests were based on three levels of the California Achievement Tests, revising it to fit the maturity status of adults. The TABE series also tried to be independent of the content of academic subjects pursued in school, to the end that students may progress toward greater proficiency in using the basic number and language skills daily required of him in society.

The TABE series consists of six tests in three major skill areas:

1. Reading: Reading Vocabulary and Reading Comprehension
2. Arithmetic: Arithmetic Reasoning and Arithmetic Fundamentals
3. Language: Mechanics of English and Spelling

Each of the six tests in the three skill areas mentioned above have three levels: (a) Level E (Easy), intended for adults with severe educational limitations or those from culturally disadvantaged backgrounds; (b) Level M (Medium), which is an adaptation of the Elementary level of the California Achievement Test; and (c) Level D (Difficult), which is an adaptation of the junior high level. The time limits for each of the six subtests range between 8 minutes to 60 minutes per test. The number of items range between 120 - 136 for each of the three skills areas of Reading, Arithmetic, and Language.

Accompanying the tests are the Practice Exercises and Locator Test booklet. The Practice Exercises provide experience in the mechanics of marking answers to test items on a separate answer sheet. This is for those who are unfamiliar with objective tests, and to minimize the effects of diverse backgrounds of experience in the use of objective tests and separate answer sheets. The Locator Test, on the other hand, is a short vocabulary test which provides a basis for determining the level of the TABE best suited for a particular individual. Other accessories go with the TABE set for machine or hand scoring, and for analyses of the examinees performance. An important feature is the "Analysis of Learning Difficulties," which provides a summary of the types of items answered incorrectly by each examinee, and which is used for planning remedial programs tailored to the students' needs. The Ex-

aminer's Manual describes the test, provides rules for scoring, instructions for administration, and test norms according to grade placement.

In summary, the TABE series is recommended for the following uses:

1. Obtaining pre-instructional information about an adults' status in the three basic skill areas of reading, arithmetic, and language.
2. Identifying areas of weakness among adults in the three basic skill areas.
3. Measuring an adult's growth in the basic skill areas, after a definite period of instruction;
4. Involves the individual in the analysis and appraisal of his learning difficulties; and
5. Assists the teacher in preparing a remedial program for each individual, adapted to his special needs.